### Utah Reading Endorsement Correlation with

# International Reading Association Standards for Reading Professionals – Revised 2010

The matrix below indicates how the Utah Reading Endorsement reflects the 2010 IRA Reading Standards. The Utah Reading Endorsement also requires a score of 159 or higher on the PRAXIS Teaching Reading Test (0504 or 0204).

IRA Standards for Reading Professionals (2010)	2	3	4	5	6	7	8
STANDARD 1: FOUNDATIONAL KNOWLEDGE							
Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction							
Element 1.1 — Candidates understand major theories and empirical research that describe the cognitive, linguistic,							
motivational, and sociocultural foundations of reading and writing development, processes, and components, including	*	*		*	*	*	
word recognition, language comprehension, strategic knowledge, and reading-writing connections.							
Element 1.2 — Candidates understand the historically shared knowledge of the profession and changes over time in the	*	*		*	*	*	
perceptions of reading and writing development, processes, and components.		-					
Element 1.3 — Candidates understand the role of professional judgment and practical knowledge for improving all	*	*		*	*		
students' reading development and achievement.		-					
STANDARD 2: CURRICULUM AND INSTRUCTION							
Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support s	tude	nt l	ear	ning	in		
reading and writing.							
Element 2.1 — Candidates use foundational knowledge to design or implement an integrated, comprehensive, and		*	*	*	*	*	
balanced curriculum.		-	-			-	
Element 2.2 — Candidates use appropriate and varied instructional approaches, including those that develop word		*	*	*	*	*	*
Element 2.2 — Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading—writing connections.		*	*	*	*	*	*
		*	*	*	*		*
recognition, language comprehension, strategic knowledge, and reading—writing connections.			*		*		
recognition, language comprehension, strategic knowledge, and reading—writing connections.  Element 2.3 — Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital,			*		*		_
recognition, language comprehension, strategic knowledge, and reading—writing connections.  Element 2.3 — Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.			*		*		_
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Revised 2.2013

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#### **International Reading Association**

#### **Standards for Reading Professionals – Revised 2010**

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a vour society	aiuir	ng o	t dit	terer	ces	in
Element 4.1 — Candidates recognize, understand, and value the forms of diversity that exist in society and their importance	*	*		* *	*	
in learning to read and write.	+-		+	-		+
Element 4.2 — Candidates use a literacy curriculum and engage in instructional practices that positively impact students'		*				*
knowledge, beliefs, and engagement with the features of diversity.	+-					*
Element 4.3 — Candidates develop and implement strategies to advocate for equity.	Щ					
STANDARD 5: LITERATE ENVIRONMENT						
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instruct	iona	l pra	actio	ces,		
approaches and methods, curriculum materials, and the appropriate use of assessments.					1	_
Element 5.1 — Candidates design the physical environment to optimize students' use of traditional print, digital, and online					*	*
resources in reading and writing instruction.	<u> </u>					
Element 5.2 — Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded					*	*
support to optimize students' opportunities for learning to read and write.						
Element 5.3 — Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from					*	
one activity to another, discussions, and peer feedback).						
Element 5.4 — Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to					*	
differentiate instruction.						
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP				•		
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long	effc	rt a	nd			
responsibility.						
Element 6.1 — Candidates demonstrate foundational knowledge of adult learning theories and related research about		Level II				
organizational change, professional development, and school culture.						
Element 6.2 — Candidates display positive dispositions related to their own reading and writing and the teaching of reading		Level II				
and writing, and pursue the development of individual professional knowledge and behaviors.						
Element 6.3 — Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional			Le	vel II		
development programs.						

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